Private Normal Schools In West Virginia

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Since the start of graduate work at Marshall College, an effort has been made to have students accept as major projects the study of current educational problems in and around their respective school districts or those in the state as a whole. Coupled with this was the conviction that the rapid disappearance of primary source materials and records made it necessary that if a full history of education in the state was ever to be written, many shorter histories of counties, schools, and contributing organizations must be prepared by persons best suited for this purpose—those closely connected with them and who have an abiding interest in the project. Many of these have been prepared and are now in manuscript form in the college library. These students were all urged to prepare papers on these studies for publication, so that those interested in the history of education in the state might have the facts at hand. The subject of one of these studies was the Jackson County private normal schools, which was chosen for two reasons, i. e., this county had extensive experience with these schools and records were available to a degree at least. A story on normal schools in this county will be much the same as that in any other county similarly fortunate. Morley Q. Parsons[1] made extensive study of this problem and was urged to write such a history for publication. Not being interested, his data are used in this paper and credit is here given for the original work.

The first teacher training institution in America was opened on March 11, 1823, by Samuel Read Hall in Concord Corners, Vermont.[2] At first the students met at his house, then they moved to a vacant room over one of the local stores. That summer co-operative citizens built a two-story brick schoolhouse with the dimensions of thirty-five by forty-five feet. Hall was also the pastor of the Congregational Church of the town. The sole purpose of this school was to prepare young

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[1] Morley Q. Parsons, History of Summer Normal Schools in Jackson County, (W. Va.) Unpublished manuscript, Marshall College Library, Huntington, W. Va., May, 1941.

[2] Ellwood P. Cubberley, *Readings in Public Education in the United States* (Boston: Houghton Mifflin Company, 1934), pp. 321-29.

men and women to teach. Young children were accepted in this school for demonstration and practice teaching.

In the subsequent description of summer normal schools in Jackson County, it can be seen that there are distinct similarities and a few differences to this crude beginning. Although normal schools in Jackson County began much later than 1823, it has been fairly well established that such schools existed in the county before 1890. Their peak was reached just before the beginning of World War I. This study deals mainly with schools operating during the period that the state uniform examination was in force.

Summer normal schools in Jackson County were taught with one primary purpose. This purpose was to prepare the teachers and prospective teachers who attended them to pass examinations for certification.

Only a few of the teachers of these summer normals are still living. Very few of the living have kept any records of their schools, except in their minds. There were no reports required by local school administrators or the State Department of Education, so very few records were kept except for the payment of tuition. In a few years all the teachers of normal schools will have disappeared from the scene. If no record is made, the normal school will become a memory.

In Jackson County no newspapers were preserved between the years of 1900 and 1911, when the normal school movement was really gaining momentum. The county superintendents' reports to the state superintendents made no mention of normal schools, and the State Superintendents' *Reports* left out the subject entirely. Histories of education compiled by the State Department of Education never gave any evidence of the existence of such schools.

These schools, like the "monitorial schools" of a century earlier, served a purpose and made a contribution to educational progress. They trained teachers by preparing them to pass examinations for certification, but in doing this the instructors could not avoid improving their students' knowledge of subject matter and their teaching skills, thus improving the learning situation in Jackson County schools, and in all

other counties into which this influence was carried. From nearly every family there was at least one member who tried to become a teacher, mainly because there was a teacher training institution near his home. This built up an almost universal interest in education that was lost only after many other fields of more remunerative employment were opened to the people.

THE RIPLEY NORMAL SCHOOL

In a special meeting of the Board of Education of Ripley Independent District of Jackson County, on July 20, 1903, A. S. Lee was first hired as principal of the Ripley Graded School.[3] After teaching one term of school at Ripley, Mr. Lee saw the chance to organize a teacher training institution there because of the central location and the current demand for help in passing the state uniform examinations. On October 30, 1903, the Board of Education acted on his request for permission to use the graded school building for a summer school. This building was the only one in Ripley Independent District, and the action of the Board was as follows:

> Proff. Lee granted priveledge [privilege] to use the school building the coming summer for school purposes.[4]

The first term of Ripley Normal School in the spring of 1904 was successful in that eighty-one of the students enrolled received certificates.[5] No records are available as to the actual number of students this first year. No difficulties were encountered the two beginning years, 1904 and 1905, but opposition developed when permission was requested to use the building for the 1906 term. The opposition centered about the permission to use the building, since it was going to be moved during the summer to make room for the erection of a new building. The new larger building was to be made of brick, while the old building was a wooden frame structure, quite overcrowded during the winter term of public school. Because Mr. Lee was from out of the state, a faction was trying to obtain some way to stop his success. Even after the following legal order was drafted by Attorney J. M. Baker and

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[3] Minute Record Book of Ripley Independent District of Jackson County, 1901 to 1911, p. 115.
[4] Ibid., p. 161.
[5] The Mountaineer, January 6, 1911.

presented to the Board of Education on December 26, 1905, one member of the three-member board voted against it:

> The board having decided and determined to permit A. S. Lee to use the public school building for a summer school to be conducted by him to commence on May 14, 1906, and to continue in session for ten consecutive weeks thereafter: It is upon motion ordered that the board bet [sic] and doth let to said A. S. Lee said public school building for the purpose aforesaid from said May 14, 1906, and until the 19th of July, 1906, with the provisions that the board shall and does reserve the right to move said public school building at any time they think necessary to any place upon said public school building's lot during any time between said May 14, 1906 and to July 19, 1906.[6]

Albert Sherman Lee was born December 2, 1866, near Harrietsville, Noble County, Ohio.[7] He was one of the later arrivals in a large farm family. He attended elementary and high schools at Harrietsville. He acquired a life certificate from Marietta College as reported by his widow, but the college does not have any record to verify this statement.[8] He attended Marshall College, and finally received his Bachelor's degree in education in 1926 from Morris Harvey College, then located at Barboursville.

To A. S. Lee the essential qualifications of the successful teacher were scholarship, professional training, and love for children.[9] Also required for success in teaching, as in any other calling, were those special traits of patience, self-control, industry, cheerfulness, courtesy, tact, and honesty. By scholarship Mr. Lee included a "thorough knowledge of the subjects taught together with a clear conception of how that knowledge may be acquired."[10] In professional training he included the science of teaching and the art of teaching. By the science of teaching he meant educational psychology, school management, methods, history of education, and nature study. By the art of teaching he meant skill and efficiency in methods, discipline, and instruction.

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[6] Minute Book, op. cit., p. 180.
[7] Personal interview, Mrs. A. S. Lee.
[8] Letter received from the registrar of Marietta College, dated February 17, 1940, in reply to request concerning A. S. Lee, C. W. Lee, and M. J. Lee, makes this statement: "We have been unable to find any trace of these names in our records."
[9] A. S. Lee, Theory and Art of Teaching, p. 1.
[10] Loc. cit.

> Of the three essentials . . . the greatest is love. The teacher who is not sympathetically acquainted with children, who does not see in them the future possibilities of manhood and womanhood, who has not faith in their success, who cannot re-experience some of his own childhood life, who has no real love and sympathy for little children, cannot be a good teacher. . . .[11]

Mr. Lee believed that education was a three-fold development. In order of importance, he classified development of good health as first, positive moral character as second, and "a mind characterized by power and discipline" as third.[12]

He accepted the five steps used in the Herbartian method of developing a lesson as the formal steps in the process of instruction.[13] These steps are (1) preparation, (2) presentation, (3) comparison, (4) generalization, and (5) application. He was careful, however, to impress on his readers and students that preparation was not just text-book study, but preparation of a receptive mind on the part of the learner for the new ideas the teacher might want to present.

He had this to say about punishment for students:

> . . . great tact is required . . . the punishment should be related to the offense, when possible. Corporal punishment should be inflicted only in cases of open rebellion, and not then when any other remedy will correct the wrong-doing. Corporal punishment is fast becoming unpopular. . . . It is better to rule by love than fear.[14]

The opinion he had of our State Normal Schools is interesting:

> The purpose of the State Normal is to train teachers in the art of teaching school. The State Normals of West Virginia do more academic than normal work.[15]

Columbus Willard Lee was born on a farm near Harrietsville, Noble County, Ohio, in 1869.[16] His father was A. S. Lee's elder brother, making A. S. Lee his uncle, although it was often popularly assumed that they were brothers since there was a difference of only three years in their ages.

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[11] Ibid., p. 3.
[12] Ibid., p. 3.
[13] Ibid., p. 4.
[14] A. S. Lee, *Facts of Pedagogy*, p. 12.
[15] A. S. Lee, *History of West Virginia*, p. 19.
[16] Personal interview, Mrs. Thelma Steele, daughter of C. W. Lee.

His early schooling was spent in the schools at Harrietsville. Later he attended Marietta College,[17] Marshall College, Lincoln Jefferson University of Chicago, and graduated with a Bachelor of Arts degree from Morris Harvey College in 1926.[18]

During his candidacy for County Superintendent of Schools of Jackson County in 1914, C. W. Lee expressed openly his philosophy of education. His beliefs are summarized below:[19]

(1) Our public schools are the most potent agency to enrich and perpetuate our American institutions.
(2) There should be more legislation for school evolution.
(3) Teaching is an honored profession.
(4) There should be more school revenue from the state.
(5) Education alleviates social disorders.
(6) There should be a great feeling of responsibility among teachers.
(7) Fraternal spirit among teachers should be fostered.
(8) West Virginia should be a leading state in the field of education.
(9) Do not depend on the past, look to your future.

It is also interesting to note what C. W. Lee thought the County Superintendent should do, as expressed in the same article as above:[20]

(1) The superintendent should manage and superintend all schools of the county.
(2) He should be a social leader and help solve the social and moral problems of the county.
(3) He should have an expert knowledge of farming.
(4) The superintendent should visit all schools.

Several teachers served as assistants to the Messrs. A. S. and C. W. Lee. Most prominent of these was Miles I. Lee, a nephew of A. S. Lee and a cousin of C. W. Lee. Miles Lee was brought to Ripley Normal School because of his special ability in the commercial studies. He had received his elementary education at Silverton, Jackson County, and later he attended the Ripley Graded School. He attended Ripley Normal School in 1904, and secured a first grade certificate in the uniform examination. He was hired to teach "A"* gram-

[17] Teacher's Record, Huntington Public Schools. *Cf. ante*, footnote No. 6, p. 10.
[18] *Loc. cit.*
[19] The Mountaineer, October 22, 1914.
[20] *Loc. cit.*
* Probably means advance grammar.

mar in the Ripley Graded School on July 17, 1905,[21] but he did not teach the school according to his record in the Cabell County Superintendent's files.[22]

In the Cabell County teacher's report, Miles Lee stated that he had attended Marietta Commercial College[23] and Barnes Commercial College before receiving his Bachelor of Arts degree from Morris Harvey College in 1928.[24] This Mr. Lee was about fifteen years younger than the other two, but he died earlier than either of the others.

Other teachers who helped the Lees were of minor importance. Shirley Donnelly helped during the term of 1917 when C. W. Lee was in the real estate business.[25] Donnelly was studying for the ministry along with his teaching. He served with considerable ability in the Chaplains' Corps of the United States Army in both World Wars, obtaining the rank of colonel during his recent service. He is now pastor of the Crab Orchard Baptist Church and resides at Oak Hill, West Virginia.

There was also a professor Eihle, from Ohio, W. L. McKown from Ravenswood, L. T. Tustin of Charleston, and several of the students who were especially proficient in one subject.

The success of a summer normal school, such as Ripley Normal School, was measured by the number of students in attendance and their accomplishments in subsequent uniform examination. A. S. Lee estimated that the number of students attending averaged around two hundred per year in a letter written to Roscoe H. Carder when he was securing a history of Jackson County schools in 1937.[26] In the table in Figure I are all the available data on the certificates issued and the counties and states represented by students. No accurate figures as to representation or certification are available for the years of 1915 to 1918. A total of 1,594 certified teachers had been produced by 1913,[27] plus the 252 certified in 1914, makes the total 1,846 in 1914. This makes the estimated figure of 2,100 certified teachers look a bit modest as it was presented

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[21] Minute Record Books, op. cit., p. 250.
[22] Teacher's Record, op. cit.
[23] Cf. also footnote No. 4, p. 10.
[24] Teacher's Record, op. cit.
[25] The Jackson Herald, April 13, 1917.
[26] Roscoe H. Carder, "The History of Education in Jackson County" (unpublished master's thesis, The University of Kentucky, Lexington, 1937).
[27] The Mountaineer, January 30, 1914.

by Carder in "History of Education in Jackson County"[28] as the total number of teachers produced by the Ripley Normal School. Beginning in the autumn of 1913, the Ripley Normal School initiated a course of study by mail[29] making the number of teachers served by the school practically unobtainable from that time on until the close of the school in 1918.

The majority of the teachers and prospective teachers attending Ripley Normal School was from Jackson County because of the proximity of the school. The other counties in order of representation are listed in Table II. This table is by no means complete because all of the students' names and addresses were not available, but it is only indicative of the years of 1911 through 1915, and for 1917. A total of thirty-eight of the fifty-five counties are represented, and not shown on the table are three counties from the state of Ohio.

TABLE I

RECORD OF RIPLEY NORMAL SCHOOL 1904 TO 1914[30]

Year of School	Counties of W. Va. represented	States represented	Certificates issued to students
1904	5	West Virginia	81
1905	7	West Virginia	115
1906	8	West Virginia	118
1907	11	West Virginia	125
1908	15	West Virginia	168
1909	21	West Virginia	217
1910	23	West Virginia	200
1911	25	West Virginia, Ohio	
1912	25	West Virginia, Ohio	
1913	26	West Virginia, Ohio	214
1914	28	West Virginia, Ohio	252

[28] Roscoe H. Carder, op. cit.
[29] The Mountaineer, August 28, 1913.
[30] Advertisements and news articles from The Mountaineer and The Jackson Herald, 1911-1914.

TABLE II

COMPARATIVE REPRESENTATION OF STUDENTS IN RIPLEY NORMAL SCHOOL FROM COUNTIES OTHER THAN JACKSON COUNTY[31]

Lincoln	46	Fayette	9
Mason	41	Harrison	7
Wood	41	Ritchie	7
Wetzel	40	Mercer	6
McDowell	34	Pocahontas	6
Kanawha	33	Braxton	4
Wirt	32	Calhoun	4
Roane	31	Putnam	4
Raleigh	27	Summers	3
Logan	25	Clay	2
Marshall	20	Wayne	2
Wyoming	17	Barbour	1
Mingo	16	Gilmer	1
Doddridge	14	Hancock	1
Boone	13	Lewis	1
Monongalia	13	Mineral	1
Marion	12	Nicholas	1
Tyler	10	Ohio	1
Cabell	9	Taylor	1

Among outstanding individuals who attended Ripley Normal School are those listed below:

Prof. D. L. Haught, Davis and Elkins College and President formerly of Glenville State Teachers College; Prof. John C. Shreve, Fairmont State College; L. T. Tustin, Ex-State Supervisor of Rural Schools; Edgar B. Sims, State Auditor of West Virginia; Miss Greek Sayre, West Virginia University.

These are only a few of many, but representative of the men and women who attained success after attending the school. Together with these people, we must list the fact that there are scores of lawyers, doctors, dentists, preachers, county officials, and other prominent people of this and other states.

As an example of the personal appreciation and school spirit an Alumni Association with L. T. Tustin as president and Attorney John Reynolds of Charleston as secretary, held annual reunions from 1929 through several years. Thousands of ex-students attended these reunions as is evidenced by pictures that were taken during the get-togethers. The reunions were terminated after the death of C. W. Lee in 1943.

[31] From available figures, The Mountaineer, 1911-13, and 1917.

The Lees evidently had two reasons for closing their school in Ripley in 1918. C. W. Lee was actively engaged in a real estate business in Warren, Ohio, since the spring of 1917, but he returned at intervals to help with the school. A. S. Lee was requested by his friend, Clarence L. Wright, Superintendent of Cabell County Schools, to come to Cabell County to teach at a much better salary than his schools at Ripley could provide.[32]

After the bitter, close campaign for Superintendent of Schools of Jackson County in 1914, the Lees lost favor after the defeat of the minor partner in the general election. The feeling that existed in Jackson County that the Lees were "out-of-staters" and not natives, coupled with the enmity between the victorious group in the election and C. W. Lee's friends hastened A. S. Lee's acceptance of the offered position, which was due to draw all the others there within a few years.[33]

Ripley Normal School was taught three terms during each summer of its existence, except for a few years when the regular school term extended too nearly to the date of the first state uniform examination in the spring. Uniform examinations were held about the first week of April, the second week of June, and the second week of August during each year. Ripley Normal School set up its schedule so that each eight-to-ten-week term would conclude with a uniform examination.[34] The school day was from nine o'clock in the morning until four o'clock in the afternoon, with one hour off for lunch, and no other breaks during the day.

The tuition was calculated on the basis of one dollar per week per student with certain provisions. When a student was able and desired to pay in advance for a complete term, he could get a small deduction. When two or more members of the same family were enrolled, the rate was reduced for each member. Since the school was located in an agricultural area the tuition was frequently accepted in foodstuff.

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[32] Personal Interview, Mrs. A. S. Lee.
[33] Loc. cit.
[34] The Mountaineer, January 6, 1911.

The subjects taught in Ripley Normal School were identical with the subjects taken in the state uniform examination: i. e.;[33]

Arithmetic
Penmanship
Bookkeeping
Orthography
Agriculture
Physiology
General History
United States History
West Virginia History
Civil Government
Reading and Literature
Grammar
Theory and Art of Teaching

Not all of these subjects could be taught each day, so subjects were alternated from day to day. Some classes were larger than others because all the students did not take all the subjects, but simply the ones in which they felt that they needed help. The Lees were commonly accepted as being very proficient in the studies of arithmetic and grammar, so those subjects were emphasized continually. When the teachers of the county were consistently low on some subject in the examination, the next term of Ripley Normal would emphasize that subject.

In an advertisement in the *West Virginia School Journal and Educator* in March, 1916, the objectives of Ripley Normal School are outlined clearly as (1) Scholarship, (2) Professional Training, and (3) Enthusiasm. "The school stands for everything that counts in educational progress." The claim was made that students from Ripley Normal not only got good positions, but "what is better, they hold them."

A. S. Lee wrote in *The Mountaineer*, in the edition of January 13, 1911:

> Progress is the keynote of your profession. To hold a higher position or even to continue long in your present position, you must raise the grade of your certificate. Those who are wise anticipate the future and its demands, and are not taken by surprise when opportunity knocks, but are ready for the higher requirements and better salaries that it ushers in.

[33] *The Mountaineer*, January 13, 1911.

The Lees and their assistants taught by lecturing and by the question and answer method. They would give written questions for each day's lesson in advance in each subject. The next day the professors would call on their students to recite orally the answers to the assigned questions. Sometimes the answers could be given very briefly, but the student was required to rise to his feet for each recitation. Occasionally the answer required the student to go to the blackboard to illustrate or demonstrate his answer or solution. When no student was able to give a completely satisfactory answer or several students' answers needed to be put together, the professor would explain the answer at length by lecturing. The students were always made to feel free to ask questions that pertained to the subject under discussion. No tests were given to determine the value of the teaching and learning situations. Discipline was never a problem, because any student who rebelled or caused a disturbance was promptly dismissed from the school. There were always two rooms or classes going on simultaneously; when there were extra teachers a maximum of four classes was reached.

The class discussion was not the extent of the training of the Lees. They were always very willing to give personal assistance before or after school hours, or at any time out of school. They would give guidance in helping young teachers in selecting what type of teaching they desired. When students arrived at Ripley from outside the county, whether they came by way of train or otherwise, the Lees would try to greet them personally and escort them to their respective boarding places. Private homes took in the students as boarders during the summer months. The amount charged for room and board varied between three and four dollars per week. The Lees kept a moral and social outlook on their students. The social life was encouraged by "get acquainted meetings" for the entertainment of the new enrollees. The churches of the town co-operated whole-heartedly in helping the strangers to feel at home.

An article in *The Jackson Herald* on February 15, 1918, showed the popular opinion as to the Ripley Normal School:

> For the past fourteen years the Ripley Normal School has grown and prospered . . . same instructors, same kindness, same

devotion to work and progressive spirit that has characterized the school in the past.

The courses taught by the Lees were primarily based on the "Condensed Series" edited and published by A. S. Lee, but the students were not required to buy these texts. The books used throughout the state in the common school subjects were the basis of the work taught in Ripley Normal School.[36] The textbooks commonly used in the common schools at that time are listed below:

Ray's (third part) Arithmetic
Cutter's Physiology
Mitchell's Geography
McGuffey's Readers
Montgomery's American History
Myer's General History
Matthew's Bookkeeping
Lewis' State History
Brooks' Mental Arithmetic
Harvey's Old English Grammar
McGuffey's Spellers
Peterson's Civil Government[37]

These texts were not state adoptions, but ones that had stood the test of local use.

A. S. Lee had this to say regarding his own textbooks:

> The "Condensed Series" is so arranged as to cultivate the ability to write short forcible and convincing compositions on various phases of the different branches of study.[38]

The "Condensed Series" was a set of thirteen brief texts on the subjects found in the state uniform examinations. Lee spent several years in preparing these books, starting while he was teaching in the state of Ohio. The books were revised many times between 1904 and 1918, but he said, "They could not be made better, so I just made them a little larger."[39] There were many teachers who shared his opinion.

In 1913, the course of study as presented in Ripley Normal School was made available by correspondence.[40] This study

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[36] The Jackson Herald, January 12, 1917.
[37] Ralph A. Fisher, "History of Elementary Education in Jackson County" (unpublished master's thesis Marshall College, Huntington, West Virginia, 1947), p. 36.
[38] The Ripleyonian, February 2, 1912.
[39] The Jackson Herald, January 25, 1918.
[40] The Ripleyonian, January 28, 1913.

was obtainable during the winter months when the teachers were employed in the public schools. As presented by the Lees the course of study by mail had a five-fold program:

> (1) Reaches your study room and your schoolroom.
> (2) Provides for educational growth and professional training while teaching.
> (3) Goes with you every day to the schoolroom and causes daily difficulties to vanish.
> (4) Harmonizes your private study and your preparation for daily class work, and gives system, strength, and vitality to both.
> (5) Lays the foundation for that scholarship, originality, and resourcefulness that makes passing a teacher's examination not only easy, but a pleasure.[41]

The tuition for the regular course in all or part of the thirteen or fourteen common school branches for sixteen weeks of correspondence study was fifteen dollars.[42] For the special courses in algebra, geometry, and composition the tuition was the same, and this course was also planned to last sixteen weeks.[43] It would be impossible to determine the number of students of Ripley Normal School that were certified because several teachers could study together on only one correspondence course.

There are two illustrations of previous attempts at teacher training. The schools are listed under the names of the teachers who taught them; some of these teachers taught before the year of 1903. Very rarely would two teachers join in conducting a school; however, there are a few instances where this occurred.

The two major teacher training attempts in Jackson County before the age of state uniform examinations were the Ohio Valley College and the Ripley Summer School. There were a few individual teachers who taught summer schools about this time, but they were not nearly so numerous as after 1903.

The Ohio Valley College was a joint effort of the Methodist Protestant and the United Brethren Churches to establish a college at Ravenswood in 1898.[44] The trustees were Benjamin

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[41] The Mountaineer, August 20, 1913.
[42] Loc. cit.
[43] Loc. cit.
[44] The Jackson Herald, May 13, 1921. (Historical article taken from the Minutes of the West Virginia Conference of the United Brethren Church in 1898.)

Stout, F. P. Harris, and G. W. Holswade for the Methodist Protestant Church and R. A. Hitt, Virgil A. Lewis, and J. C. Warner for the United Brethren Church.[45] The town of Ravenswood through H. B. Hoyt, a representative of the citizen's committee, agreed to donate $6,000 to be used in the erection of suitable buildings. At a later date the churches made arrangement to raise another $6,000 and planned to erect a $12,000 building.

The faculty of this college was Virgil A. Lewis, president; F. P. Harris, head of faculty; Charles G. Alexander, first assistant; Ottie Mae Hitt, second assistant; Charles S. P. Edwards, principal of the business department. and Anna Armstrong, principal of the elocution and music department.[46]

The courses offered at this college were the classical course and the philosophical course, each continuing four years after a preparatory year. and a normal course which was identical with all State Normal courses offered at that time.[47] It also offered courses in business, music, and elocution. It claimed to be the only school in the Ohio Valley that offered a summer course in pedagogy.[48] The Fall term began around the first of September or earlier. Teachers had the opportunity to attend a short time before their public schools began. A correspondence course was initiated in 1899 which allowed teachers to complete a full year's work in the Fall and Spring terms.[49] The school did not prove to be of any success whatever, and after F. P. Harris, the head of the faculty, was killed from a fall he suffered during some building construction, the whole attempt was abandoned.

The Ripley Summer School, not to be confused with the later Ripley Normal School, was organized in 1899 at Ripley by H. G. Oberholtzer, who was principal of the Ripley graded school at that time.[50] The purpose of the school was teacher training. It began on April 10, 1899, and continued for ten weeks.[51] A thorough review of the common school branches was given for the teacher's examination, and a review of the

[45] Loc. cit.
[46] Loc. cit.
[47] The Mountaineer, September 15, 1898.
[48] Loc. cit.
[49] Loc. cit.
[50] The Mountaineer, March 16, 1899.
[51] Loc. cit.

higher branches. H. C. Ferguson, now an attorney at Charleston, and an ex-county examiner, who had graduated from the law school of West Virginia University, was in charge of History and Civil Government. Oberholtzer, who had had three years experience in practical bookkeeping was in charge of that subject. Miss Mae Parsons, who had received special training from Marshall College, was in charge of primary and kindergarten instruction.

The enrollment at this term was fifty to sixty students.[52] The enrollment fee for the principal's department was two dollars per month; for the second department, one dollar and fifty cents; and for the primary department one dollar per month.[53]

A number of lesser enterprises were conducted by persons with varying degrees of success and for varying lengths of time in this county. Parsons[54] found at least thirty-nine such schools.

Among these schools that attempted to compete with the Jackson County normal schools were the Reedy Summer Normal and the Calvert Normal School. The Reedy Summer Normal was held at Reedy, in Roane County, just across the Jackson County line. Its director was D. M. McKown who had attended Glenville State Normal, Marshall College, and West Virginia University. He was later helped by Silas Walker, a graduate of Marshall College. The school celebrated its tenth anniversary in 1918 with the following record the past nine years:

> 134 first grade certificates
> 548 second grade certificates
> 173 third grade certificates.[55]

They very openly claimed that no other school could boast of such a record. The tuition here was one dollar per week per student and the room and board from three dollars and fifty cents to four dollars and fifty cents per week.

The Calvert Normal School was taught at Wiseburg, just over the Jackson County line in Wirt County. Professor

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[52] Personal Interview, Mr. H. C. Ferguson.
[53] The Mountaineer, March 19, 1909.
[54] Morley M. Parsons, op. cit.
[55] The Jackson Herald, February 22, 1918.

Walker Morgan was director of this school. It was small, having about twenty students, but effective; and it was definitely taught in 1917[56] and 1918.[57]

Parsons[58] indicated that:

> The greatest effect of normal schools on Jackson County was the creation of an intense interest in education and particularly in the profession of teaching. Since Jackson County up to this time had been entirely agricultural, then the only open vocation besides farming was that of teaching school. The demand for teachers in the counties surrounding Jackson was high. When the students had no other schools to attend after finishing the common school, naturally the summer normals appealed to them. After attending a summer normal the state uniform examination presented a challenge. Nearly every young man or woman with average or better intelligence attended some normal school and tried to make a certificate.

Counties of the southern and eastern part of the state repeatedly called upon Jackson County to fill vacancies in their school systems caused by a lack of certified teachers. These teachers held their positions, once they were placed, and the influence of the Jackson County normal schools and teacher training was spread over great areas of the state. This statement is well evidenced by the fact that during one year of the Ripley Normal School alone, there were twenty-eight counties of the state represented by teachers in training.

While the normal schools of Jackson County were satisfying the desires of the teachers, the State Normal schools were suffering as a result. Consequently, after a few years, the state requirements for a first grade certificate were "raised" by requiring work from colleges before a teacher could take the unform examination for a first grade.

The effect of the normal schools on teachers was threefold: (1) an improved knowledge of subject matter, (2) an improvement in the teaching art, and (3) the creation of more professional spirit among teachers by increased association and indoctrination from normal school instructors.

The very nature of the state uniform examination compelled the teachers to improve their knowledge of subject material,

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[56] Ibid., May 4, 1917.
[57] Ibid., May 31, 1918.
[58] Parsons, op. cit., p. 71.

but the presence of normal schools increased their chances for self-improvement. Many teachers would not have had the initiative to study on their own, but the summer normal school created a situation where they could be given a logical course of training which they must study to achieve.

The art of teaching was improved through the instruction of experienced teachers in the summer schools. All the teachers who taught normals were those who had had considerable experience and had qualified in one way or another for the highest obtainable grade by uniform examination. Association with these able teachers would have aided the newcomers even from observation, but their instruction of theory and art of teaching was well done and perhaps benefitted the students more than any other instruction they obtained.

This grouping together of teachers and prospective teachers tended to create a feeling of professional spirit brought about by association. By meeting together daily, the teachers were able to talk over each other's past teaching problems and share their experiences in view of a co-operative, but professionally efficient school for the next year. The only other time that teachers were brought together was the teacher's institutes which were held each year. Transportation was not extensive during this quarter century, so teacher association outside of summer schools was very limited.

A better teacher-pupil relationship was built up by the normal schools. The young teachers copied methods from the normal school instructors which in most cases were excellent, at least they were superior to any that the new teachers could have developed by themselves. Many of the beginning teachers were very young; starting to teach at the age of seventeen, or even younger, was quite common. This would explain some of the tendency to imitate, and it was good that they had desirable patterns.

The pupils were on the receiving end of a continuously improving quality of teaching. There was little chance for learning act to lag. The teachers carried their problems of the winter to the summer school, coming back the next winter with solutions for their problems, confidence, and an increased knowledge of teaching skills and subject matter.

TABLE—OTHER SUMMER NORMAL SCHOOLS

Name of Teacher	*Place of School*	*Length of Term*	*Years School Operated*	*Approximate No. Teachers Enrolled*	*Tuition Charged*
James W. Arthur[4]	Wilding	———	1916-1920	———	———
Lon Arthur	Slaven	8 wks.	1896	20	$8.00
E. F. Castle	Fairplain				
	Beech Grove				
Emma K. Castle[5]	Kenna	6-8 wks.	1904-1922	———	$6.00-$8.00
	Belgrove				
W. C. Castle	Fairplain	———	1914-1916	———	1.00 per week
	Angerona	———	Unknown	———	
	Lone Oak	———	Unknown	———	
	Cottageville	———	Unknown	———	
	Parchment	———	Unknown	21	6.00 per Term
T. J. Cooper[6]	Oak Grove	10 weeks	1897	20	8.00 per Term
W. E. Evans	Cottageville	6 weeks	1902-1904	20	5.00 per Term
Simon G. Fisher	Given	———	1911	———	———
	Cottageville	———	———	———	———
E. H. Flinn	Orchard Grove	10 wks.	1906	50	10.00
J. W. and F. H. Garrett	Ravenswood	8 wks.	1889	———	5.00 per Term
Raymond Gordon	Cottageville	6 wks.	1907	20	5.00 per Term
J. H. Hall[7]	Jackson County Court House	12 days	1916	62	2.50 per Term
H. H. Harpold	Cottageville	———	1912-1914	30	———
F. P. Harris	Ripley	10 weeks	1890-1891	25	———
J. W. Hicks	Orchard Grove	10 wks.	1916	———	6.50
E. L. Hogsett	Hill	10 wks.	1906	30	———

L. V. Johnson	Wilding	8-10 wks.	1904	25	10.00
A. A. Kessel	Willow Grove	10 wks.	1903-1905	20-30	10.00
Ray Kessell	Mountain Flower	10 wks.	1910-1911	30	10.00
Walter LeMaster	Wilding	8-10 wks.	1907, 1908 1911, 1925	23-60 (for all schools)	5.00-10.00 for all
	Hopedale	8-10	1909		
	Pee Wee	8-10	1910		
	Lenora	8-10	1912		
	Beech Grove	8-10	1913		
	Orchard Grove	8-10	1914		
	Cuba	10 wks.	1926	30	10.00
Nata F. McBride	Lone Star	6-9 wks.	1905-1910	40	5.00
	Beech Grove	6-9 wks.	1911-1914	60	5.00
	Wilding	6-9 wks.	1915-1916	50	5.00
W. L. McKown	Ravenswood	----------	1901-1903	50	10.00
T. Clayton Parsons	Parchment Valley	----------	1913-1914	18-28	5.00 per Term
	Mt. Moriah	----------	----------	20	----------
Fred Pinnell	Given	10 wks.	1912	25	10.00
P. H. Rardin	Orchard Grove	10 wks.	1905	25	----------
E. S. Rhodes	Echo	----------	Ca 1904	----------	1.00 per Week
J. S. Rhodes	Oak Hill	10 wks.	1899-1901	20-30	10.00
	Fairplain	10 wks.	1902-1905	43-48	10.00
	Foster Chapel	10 wks.	1906	27	10.00
Kina Stewart	Given	10 wks.	1904	15	10.00
"Thaw" Stewart	Given	10 wks.	1915-1916	20	10.00
J. H. Toncray	Lynn Valley	----------	1905-1906	35	----------
Clark Woofter		10 wks.	1918-1919	50	10.00
J. B. Farley	Sandyville	----------	----------	----------	----------
H. C. Ferguson	Angerona	----------	1896	30-40	----------
J. W. Ferguson	Cottageville	----------	----------	20	5.00

TABLE—OTHER SUMMER NORMAL SCHOOLS—CONTINUED

Name of Teacher	*Place of School*	*Length of Term*	*Years School Operated*	*Approximate No. Teachers Enrolled*	*Tuition Charged*
Amos W. Hawk	Sandyville	.....	Ca 1911	.....	.....
Charley Hunt	Short Bend	.....	.....	.....	.....
George Kelbaugh	Sandyville	.....	.....	.....	.....
W. L. Naylor	.....	.....	.....	.....	.....

[1] The only one definitely dated. He is known to have also taught schools at Murraysville, Rockport, Burning Springs, Sandyville, Leroy, and Cavin Fork, in Jackson County and Lubeck, in Wood County.
[2] Taught several schools but there exists records of only one.
[3] He called his school National Normal School of Music.
[4] There were three other Archers who taught in the Sandyville and Ravenswood areas besides Mr. James W. Archer and Lon Archer previously mentioned. There were Messrs. A. E. Archer, Will Archer, and Willard Archer.
[5] Had a sixth grade class of 40 students for laboratory practice.